2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: __ Elementary __ Middle __ High X K-12

Name of Principal: Dr. Melanie Ezell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: The Dunham School
(As it should appear in the official records)

School Mailing Address: 11111 Roy Emerson Drive
(If address is P.O. Box, also include street address)

Baton Rouge, Louisiana 70810-1786
City State Zip Code+4 (9 digits total)

County: East Baton Rouge Parish School Code Number* 692003

Telephone (225) 767-7097 Fax (225) 767-7056

Website/URL www.dunhamschool.org E-mail: EzellMC@dunhamschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)
District Name N/A Tel. (____)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

N/A Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson : Mr. Gary Gilbert
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 No Child Left Behind – Blue Ribbon Schools Award.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
   _____ Middle schools
   _____ Junior high schools
   _____ High schools
   _____ Other

   _____ TOTAL

2. District Per Pupil Expenditure: _____

   Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. __2__Number of years the principal has been in her/his position at this school.

   __6__ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	15	12	**25**		**7**	29	23	**52**
K	25	23	**48**		**8**	21	17	**38**
1	14	7	**21**		**9**	42	29	**71**
2	20	15	**35**		**10**	26	29	**55**
3	23	20	**43**		**11**	25	29	**54**
4	14	16	**30**		**12**	31	24	**54**
5	21	21	**42**		**Other**			
6	24	16	**40**					
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						**608**

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

96____% White
3_____% Black or African American
1_____% Hispanic or Latino
0_____% Asian/Pacific Islander
0_____% American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: _2.649_____%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred **to** the school after October 1 until the end of the year.	10
(2)	Number of students who transferred **from** the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1 (same as in #5 above)	608
(5)	Subtotal in row (3) divided by total in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: ___0____%
____0___Total Number Limited English Proficient Number of languages represented: ____0____
Specify languages:

9. Students eligible for free/reduced-priced meals: ____0____%

Total number students who qualify: _____

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.
We do not participate in the federally supported lunch program. During the 2004-2005 school year, we are providing financial assistance to 93 students or 15% of our student body.

10. Students receiving special education services: _11___%
__64____Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	__2_Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	_62_Specific Learning Disability
____Hearing Impairment	____Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	6	3
Classroom teachers	52	8
Special resource teachers/specialists	5	4
Paraprofessionals	0	2
Support staff	22	10
Total number	85	27

12. Average school student-"classroom teacher" ratio: 12

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	99.92%	99.97%	99.95%	99.98%	99.97%
Daily teacher attendance	97.4%	96.7%	97.5%	97.8%	97.8%
Teacher turnover rate	14%	12%	21%	18%	%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	–1.4*%	.4%	3.1%	1.1%	.4%

*For the 2003-04 school year, we gained students by year's end. The "–1.4" reflects a gain in the student, not a drop off.

14. **(High Schools Only)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	59
Enrolled in a 4-year college or university	95 %
Enrolled in a community college	5 %
Enrolled in vocational training	%
Found employment	%
Military service	%
Other (travel, staying home, etc.)	%
Unknown	%
Total	100 %

PART III - SUMMARY

The Dunham School is an independent, inter-denominational Christian college preparatory coeducational day school established in 1981. The campus is located on 23 acres in residential South Baton Rouge. In addition to the administration offices, the school has 53 classrooms, three science labs, two libraries and computer labs, an auditorium, a cafeteria, three art and music studios, a gymnasium, three athletic fields, and seven tennis courts. Through stable growth and facility expansion, the School currently serves a student body of 608 students in pre-kindergarten through grade twelve.

At present, Dunham has seventy-eight faculty members. Of this group, fifty-seven are full time teachers, fifty-two hold bachelor's degrees, twenty-four hold masters, and two hold doctoral degrees. Accredited by the Southern Association of Colleges and Schools and approved by the State of Louisiana, Dunham is governed by a self-perpetuating Board of Trustees comprised of twelve men and women committed to the successful fulfillment of the Dunham mission.

The Dunham School's pre-k through 12 curriculum and faculty provide students with the opportunity for college-preparatory education. The tenets of The Dunham School mission clearly define the educational program at Dunham for all its students: "rigorous academic instruction," opportunities for "creative expression in the fine arts," and "challenging athletic and recreational activities," all set within a "framework of Christian instruction and example." As our mission statement makes clear, the key to the success of our mission is our faculty who "serve as role models […] mature in their professional growth and faith."

Dunham's curriculum provides students with a solid foundation in the core subjects, along with honors and advanced placement courses. Believing that cogent, lucid writing and speaking occupy an important place in every student's education, the School emphasizes writing across the curriculum and student-directed Harkness classes to foster independent, critical thinking and articulation of ideas. Dunham's Lower School provides students with a challenging environment for age-appropriate learning and individual attention through a curriculum that includes reading, writing, mathematics, science, social studies, foreign language, computer, music, and art.

Extracurricular activities offer students an opportunity to participate in athletic, recreational, and service activities to build school spirit, teamwork, and a sense of responsibility. Boys and girls play a variety of sports, as well as participate in band, choir, and drama productions and festivals, the Middle School literary journal, Lower School's Young Author's Night, and annual trips abroad. Our choirs have regularly performed in Carnegie Hall, and the annual art auction inspires young artists to develop their talents.

Developing students' minds and talents is a vital part of The Dunham School; however, the most distinct quality of Dunham is its desire to give students an "education of the heart." Important to the personal growth of students are experiences that emphasize spiritual and moral values, such as service projects, chapel, and advisory groups.

The Dunham School community consists of students, parents, educators, and staff members who are devoted to fulfilling the school's mission and to living out the values expressed in the school's honor code. At The Dunham School we believe in "a truly holistic view of education—a desire to educate the whole child: academically, physically, socially, and spiritually."

Part IV –INDICATORS OF ACADEMIC SUCCESS

1. As an independent school, we do not participate in the state assessment test battery; however, we administer nationally normed assessments that also provide us with state level comparisons.

   In 9th and 10th grade we use the PLAN test; advanced sophomores and all juniors take the PSAT; and all seniors take the ACT. Our students' mean scores are consistently higher than the national and state averages. As another measure of comparison, about 42 % of grade-level eligible students take Advanced Placement tests, and approximately 52 % of those students pass the tests with a score of 3 or above.

   Because all seniors take the ACT, which provides comparison at both the state and national levels, those test results will be used as the basis of explanation of Upper School performance in reading and mathematics. The English subscore not only is consistently higher than the state and national scores, but has also shown a steady rate of improvement since 1997-98. The most recent five-year ACT history reflects score improvement for graduates from 23.9 (1999-2000) to 25.7 (2003-2004). The same trend is seen in the Reading subscores, which have continued an upward climb from 23.6 (1999-2000) to 24.4 (2003-2004). In mathematics, significant upward movement from 21.9 (1999-2000) to 24.5 (2003-2004) is notable, with an outstanding single year increase from 23.3 (2002-2003) to 24.5 (2003-2004).

   In contrast, the state and national scores have remained fairly constant during the same five-year period at 19.7-19.9 (state English), 20.2-20.5 (national English), 19.7-19.9 (state Reading), 221.1-21.4 (national Reading), 18.8-19.2 (state Math), and 20.6-20.7 (national Math)

   The CTP III and CTP IV (Middle School) and CTP IV (Lower School) tests, published by the Educational Records Bureau, are used in grades 3-8 because they were developed specifically around instructional programs in independent schools and incorporate the leading edge of curriculum and test development. Middle School Mathematics I and II subtest scores are consistently above the national norm. For the past three years, the scores show that eighth graders performed at the highest level, followed by seventh, and finally sixth. The reading comprehension scores show a slight improvement from grade level to grade level, with the highest scores in the eighth grade, followed by seventh, and then sixth.

Lower School scores for the last three years indicate that our students' performance has been consistently above average in Reading and Mathematics. Our fourth and fifth grade students met or exceeded the 90th percentile in both subjects, according to national norms. Our third grade students performed similarly well, although their math scores for two of the years placed them slightly below the 90th percentile. Our developmentally appropriate curriculum, which is aligned with the NAEYC guidelines, precludes standardized testing until the third grade. Therefore, the third graders' scores are understandably lower as the students experience the test-taking process for the first time.

2. Assessment data is used in a variety of ways to improve school and student performance. In Middle/Upper Schools, standardized assessment data is reviewed departmentally to analyze and identify curricular strengths and weaknesses and make any necessary adjustments in classroom instruction; as a resource in curriculum mapping; and to provide comparative information on which to plan action steps for improvement. Test data is used by the Academic Dean, the College Counselor and the Academic Support director to counsel students about course selection, academic performance, college selection, scholarship searches, and to provide assistance in performance improvement. Department heads also review all major assessment instruments for emphasis on critical thinking, writing components, content expectations, and appropriate grading. Grades/grade distribution are reviewed each grading period to ensure appropriate levels of difficulty are maintained. The Lower School uses assessment data to support students' learning and development, to plan instruction for individuals and groups, to communicate with parents, and to determine how our school is performing relative to other public and private schools nationally, identifying patterns of strength and weakness. As part of our self-study preliminary to SACS re-accreditation, a review of test data showed that Lower School students were above average in all areas of Reading and Language Arts, except for Spelling, and that students' mathematical problem-solving ability was above average, although their recall of math facts and procedures was not as strong. As a result, the spelling curriculum changed to improve our students' achievement and a new "Mastering Math Facts" program was implemented. To individualize instruction as much as possible, the faculty analyzes the standardized test scores of each student and plans instruction that will meet the individual specific needs. Teachers look for discrepancies between individual students' aptitude and achievement scores, and target areas for academic improvement.

3. The Dunham School strives to develop strong lines of communication among parents, students, and teachers. Communication about student performance takes place regularly and in a number of ways. In addition to continuous online access to students' grades, parents receive quarterly grade reports, mid-semester narrative assessments, and, as needed, individual reports by mail, email, or phone. Students are regularly provided with information about their peers' performance at bi-weekly Chapel assemblies, bulletin board displays, and school publications. Parents, including the Board of Trustees, receive information through the website; the monthly divisional newsletters; the school newsletter, *Spirit*; the annual Honors Night, Athletic Banquet, and Parents' Night; Open House luncheons for prospective parents; and the city newspaper and television stations. Parents are also provided with copies of test score reports and information to aid in interpretation of the results, with individual counseling upon request. Lower School schedules parent/teacher conferences twice a year. All students are issued personal planners in which teachers may jot informal notes to parents daily if necessary. Additionally, trustees are provided with an annual "State of the School" report that includes student performance data.

   For the past three years, our school has received the LSU Golden Achievement Award as one of the top 20 schools in the state in number of college credit hours earned by our students in spring

testing. Our students are consistently named as winners by local civic organizations and television stations for their academic, community, and/or athletic achievements. School marketing materials with school academic performance data are also distributed in the community.

4. The Dunham School faculty participates regularly in professional growth conferences and activities; sharing and networking are important components of such conferences. In the past five years we have hosted visits from schools interested in observing our Harkness program, the SACS accreditation Peer Review Team, observations from LSU education majors, an LSU teacher internship, and the state choir festival, among other events. Many of our teachers have visited outstanding schools in several states and attended regional and national conferences. Faculty involved in extracurricular programs are active in state athletic associations; students and faculty are actively involved in community service. A number of faculty are enrolled in graduate courses, one has recently published several articles, one has served on a national board and hosted a national convention, and another is co-authoring a science text.

   There is a strong commitment to the exchange of ideas both in the educational community and the community-at-large; this is but a highlight summary of some of the avenues of exchange. The Dunham School maintains an active website where information is shared with all who have access to the Internet. Teachers share successes with fellow teachers at other schools, striving to glean new and exciting techniques from this interaction.

   The Lower School has a close, working relationship with the Early Childhood Education Department at Louisiana State University. Our school, on several occasions, has hosted workshops for LSU students pursuing degrees in the field of Early Childhood Education. Our teachers have conducted presentations for the students on such topics as successful classroom management, after school programming and direction, and developmentally appropriate practice.

Part V: CURRICULUM AND INSTRUCTION

1. Curriculum changes in recent years have resulted in a streamlined continuum of learning. Essential questions are used to develop curricula and guide revision. A variety of assessment tools geared for various learning styles are used, and expectations for students are clear and consistent. Critical thinking, student responsibility, articulation of ideas, and written expression are foundational to the learning process in all disciplines. In addition to regular cross-divisional department head and departmental meetings, curriculum mapping, faculty training, evaluation of syllabi and assessment tools, and periodic review of professional improvement goals are among the means used to ensure that all departments are meeting the school's high expectations.

   Lower School's developmentally appropriate curriculum is based on NAEYC guidelines and aligned with state and national standards established by NCTM, NSTA, NCTE, and IRA. Students progress age appropriately from concrete to abstract understanding and individually through instruction and individual goal setting in a variety of programs. Middle School curriculum builds on the Lower School's foundation as students prepare for Upper School. Beginning in 8th grade, humanities courses are taught at Harkness tables in student-driven discussion format, with teacher as facilitator rather than lecturer.

The Upper School curriculum is comprehensive, rigorous, college-preparatory, and focused on national standards. Graduation requirements include four credits in English, math, and science; three and one-half credits in social studies; and least two credits in the same foreign language. Honors and Advanced Placement courses are offered in English, science, math, social studies, foreign language, and art; pre-AP courses in English and math are offered through the Inquiry Program for exceptional younger students. Over 40% of our students are enrolled in advanced classes. The **English** curriculum provides students with the opportunity to communicate orally and in writing by increasing understanding of the language through a study of its grammar and literature. Systematic text analysis, grammar and vocabulary study, and process writing develop essential cross-curricular skills sequentially. The NCTM-driven **mathematics** curriculum challenges all students in mastery of mathematical concepts, procedures, and applications. Students are challenged to analyze, reason logically, problem solve, communicate mathematics orally and in writing, and make connections among mathematics, other content areas, and the real world. The **science** curriculum is based on NSTA standards and focuses on student mastery of scientific concepts and their application while endeavoring to enhance the educational experience through assessment standards, technology, and ongoing curriculum review. The **social studies** curriculum provides students with an understanding of the world and the events that have shaped it. By allowing students the opportunity to become responsible and active students who appreciate societies and their cultural contributions, students become more knowledgeable and effective citizens of their world. The **foreign language** curriculum immerses learners in the target language and the culture of that people, while providing students with a variety of creative, interesting, interactive, and challenging activities in French, Latin, or Spanish. The goals expressed in the National Standards of Foreign Language Education Project form the basis for acquiring the skills necessary for proficiency and cultural appreciation. Two years of the same language are required and four are offered. Middle schoolers experience all three languages in 6th grade and enter their target language in 7th grade. The **fine arts** curriculum is designed to enhance the development of higher order thinking skills, create problem-solving opportunities, spark the imagination, and encourage individual responsibility through creative and innovative student expression in art, drama, choral music and instrumental music. Foundational to the curriculum is dedication to the premise that students are more productive and their academic performance is strengthened if the arts are included in their lives.

2A. The Dunham Lower School reading curriculum is a balanced approach to literacy, based on Patricia Cunningham's "Four Blocks" model. The Four Blocks, namely Guided Reading, Self-Selected Reading, Writing, and Working with Words (Phonics), represent four different, but interrelated, approaches to teaching children to read. Daily instruction in all four blocks provides numerous opportunities for all children to learn to read and write, as different learning styles are addressed. The Four Blocks model also meets the needs of students on different literacy levels as each block is designed to be as multi-level as possible, providing additional support for children who struggle and additional challenges for others.

Teachers use a variety of literature for guided reading, including traditional basal readers, as well as trade books. Our school has invested in a computerized STAR test, which is used to determine students' reading levels. This has been beneficial for self-selected reading time, as teachers are able to recommend books on the appropriate level rather than those that may be too easy or too difficult, hence a more effective learning time for the student. These leveled books are also part of our Accelerated Reader Program, which provides incentives to students for setting and meeting individual reading goals. It has been a wonderful enhancement to our primary reading program, as our students are highly motivated to read.

2B. The English language curriculum at The Dunham School consists of an integration of spelling, vocabulary, writing mechanics, grammar, and literature with an emphasis on critical thinking skills. Across all grade levels, the creative and critical expression of ideas in writing is a vital part of the English Department. Regular spelling and vocabulary units are integrated with reading comprehension skills in the lower grades and are incorporated into the writing classes in the upper grades. These skills are assessed through oral drills, written quizzes, and, in upper grades, essays. In the Middle and Upper Schools, literature is taught by both genre and convention, as the analysis and evaluation of literary texts is crucial. Grades eight through twelve utilize the Harkness method, through which students learn not only the importance of written communication, but effective oral communication as well, and they are able to develop skills that will carry them well beyond their time in academic study. In addition to the required core English classes, a variety of English electives, including Shakespeare, Writing Workshop, Southern Literature, AP English Literature & Composition, and pre-AP English are available to Middle and Upper School students in order to nurture their interest in the language arts.

The Admissions Office at The Dunham School administers the Educational Records Bureau CTP-IV to assess the appropriate grade level for prospective students, including a comprehensive reading test. While The Dunham School is able to accept only a limited number of students who read below grade level, two full-time Academic Support personnel are on staff to accommodate the needs of students with dyslexia, attention deficit disorder, and other mild language disabilities. The Academic Support Program has achieved great success with these students by providing in-school tutoring and serving as liaisons among students, parents, and teachers.

3. The Math Department at the Dunham School is committed to student mastery of mathematical concepts and their application. Curricular strands founded on the National Council of Teachers of Mathematics Standards serve as the foundation for all content learning objectives in mathematics coursework. Mathematics courses are designed to allow students to learn and apply mathematical concepts within the framework of a Christian world-view. All mathematics courses at Dunham requires age-appropriate projects, discussion, and critical thinking development.

   To prepare students effectively for college, Dunham requires four years of mathematics to meet graduation requirements. The Dunham School's mathematics curriculum for a traditional student consists of Algebra I-Parts I and II, beginning in 8th grade, or Algebra I in 9th grade, Geometry in 10th grade, Algebra II in 11th grade, and PreCalculus in grade 12. Students pursuing the mathematics honors curriculum take Algebra I Honors in 8th grade, Geometry Honors in 9th grade, Algebra II Honors in 10th grade, Pre-Calculus Honors in 11th grade, and either Calculus or AP Calculus in grade 12.

4. The Lower School employs instructional methods consistent with the Piagetian philosophy of education. We believe students construct their knowledge by actively interacting with their environment, rather than waiting passively for teacher-directed learning. Therefore, in early grades, learning centers with quality literature and hands-on materials are provided for reading instruction and investigation in math, science, social studies, and art. Teachers facilitate learning by asking appropriate questions to advance critical thinking and discovery, by demonstrating use of materials, and by sharing facts and knowledge with the students. As students progress, they participate in cooperative learning with group projects and assignments; they also use the latest technology to enhance their learning.

   Garner's study of intelligences encourages teachers to appeal not just to the auditory learner, but also to the kinesthetic, tactile, and verbally intelligent student. Middle and Upper School teachers at The Dunham School desire to teach the whole child and employ a variety of instructional methods to do so. Students with different learning styles and abilities have numerous

opportunities for success through integration of technology in the classroom, laboratory work, student presentation and performance. Humanities courses employ the Harkness method to develop critical thinking, articulation and defense of ideas, and effective written communication. Peer editing in the writing process strengthens analysis and revision skills while providing group interaction. Math and science classes use a more traditional approach, with lecture and note taking, complemented by hands on discovery and group work. Research papers, project development, and presentations in all courses provide students with opportunities to develop research and organizational skills, creativity, and presentation/performance skills.

5. The Dunham School is committed to the professional development of all teachers. Advanced degrees are encouraged, and full tuition reimbursement is provided for teachers pursuing higher degrees or educational coursework. Importance is emphasized by the commitment of time and finances, including a yearly professional development budget averaging $45,000 for the past five years. In addition, significant grant monies are allocated to professional development.

   Each school year begins with one professional growth day for new teachers, and with a one-year monthly mentoring program for first year teachers. All teachers participate in five days of on-campus professional development per year. In addition, each division designs and implements a division-specific program; principals collectively select, design, implement and evaluate areas of school wide professional growth. For example, school wide curriculum mapping began in 2004, with a three-year implementation plan. In March 2004, one principal attended a curriculum mapping ASCD pre-conference workshop for investigative purposes. In May and August 2004, nationally recognized experts trained faculty in using newly purchased software designed to enter personal curricululm maps for individual subject areas. Subsequent years will include integration across grade levels and subject areas.

   In addition, Upper School has professional growth goals in the areas of Harkness teaching and Advanced Placement. Harkness teaching, implemented five years ago, is an integral part of humanities courses. Professional development includes on site three-day training workshops by Phillips Exeter Academy teachers, teacher visits to Exeter, and attendance at Exeter's summer workshops. This training resulted in significant growth in student achievement as indicated by an increase of reading and language scores over five years.

   As a college preparatory school where life long learning is promoted and encouraged, continual professional growth and the understanding of its relationship to student achievement by faculty is a high priority.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): Educational Records Bureau, Southern Association for College Admissions Counseling, National Association of College Admissions Counseling
   (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes ___x___ No _____

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

$__5800 K	$__6800 1st	$___6800 2nd	___$__6800 3rd	$___6800 4th	$__6800 5th
$_7550 6th	$7550__ 7th	$7550 8th	$8000__ 9th	$8000_____ 10th	$8000__ 11th
$_8000_ 12th	$_____ Other				

4. What is the educational cost per student? (School budget divided by enrollment) $__8318.00

5. What is the average financial aid per student? $__2687.52

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? __9.91%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? __51__%

The Dunham Lower School

CTP IV
Publisher: Educational Records Bureau
Publication Year 2001-2002

Scores are reported here as scaled scores.

	2003-2004	2002-2003
Testing month	May	May
Grade 5		
Reading	347.4	349.1
Mathematics	327.5	326.6
Number of students tested	37	39
Percent of total students tested	100	100
Grade 4		
Reading	335.5	337.7
Mathematics	307.1	304.4
Number of students tested	43	38
Percent of total students tested	97	100
Number of students excluded	3	0
Grade 3		
Reading	330.5	327.8
Mathematics	287.3	284.4
Number of students tested	33	45
Percent of total students tested	100	100

READING

Grade	School Mean Scale Score at 90th Percentile of National School Norms
5	344
4	332
3	324

MATHEMATICS

Grade	School Mean Scale Score at 90th Percentile of National School Norms
5	324
4	294
3	289

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

The Dunham Lower School

CTP III
Publisher: Educational Records Bureau
Publication Year 1992

Scores are reported here as scaled scores.

	2001-2002
Testing month	May
Grade 5	
Reading	340.5
Mathematics	325.9
Number of students tested	35
Percent of total students tested	100
Grade 4	
Reading	332.4
Mathematics	306.8
Number of students tested	37
Percent of total students tested	100
Grade 3	
Reading	327.5
Mathematics	286.8
Number of students tested	39
Percent of total students tested	100

READING

Grade	School Mean Scale Score at 90th Percentile of National School Norms
5	339
4	330
3	324

MATHEMATICS

Grade	School Mean Scale Score at 90th Percentile of National School Norms
5	311
4	300
3	283

The Dunham Middle School

CTP IV
Publisher: Educational Records Bureau
Publication Year 2001-2002

Scores are reported here as scaled scores.

	2003-2004	2002-2003
Testing month	May	March
Grade 8		
Reading	358.2	352.7
Mathematics	361.3	358.3
Number of students tested	65	49
Percent of total students tested	100	100
Testing month	May	March
Grade 7		
Reading	350	348.5
Mathematics	340	352.7
Number of students tested	37	64
Percent of total students tested	100	100
Testing month	May	April
Grade 6		
Reading	342.5	341.5
Mathematics	325.4	324.6
Number of students tested	50	35
Percent of total students tested	100	100

READING

Grade	School Mean Scale Score at 90th Percentile of National School Norms
8	356
7	352
6	346

MATHEMATICS

Grade	School Mean Scale Score at 90th Percentile of National School Norms
8	359
7	357
6	335

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

The Dunham Middle School

CTP III
Publisher: Educational Records Bureau
Publication Year 1992

Scores are reported here as scaled scores.

	2001-2002
Testing month	April
Grade 8	
Reading	348.2
Mathematics	349.9
Number of students tested	61
Percent of total students tested	100
Grade 7	
Reading	351
Mathematics	345.4
Number of students tested	50
Percent of total students tested	100
Grade 6	
Reading	342.5
Mathematics	342.6
Number of students tested	62
Percent of total students tested	100

READING

Grade	School Mean Scale Score at 90th Percentile of National School Norms
8	355
7	352
6	346

MATHEMATICS

Grade	School Mean Scale Score at 90th Percentile of National School Norms
8	342
7	336
6	325

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject__English_____Grade_9____ Test _____PLAN_____

Edition/Publication Year__2003_____ Publisher____ACT_____

Scores are reported here as (check one): NCEs____ Scaled scores __X__ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	16.9	17.8	17.3		
Number of students tested	43	59	61		
Percent of total students tested	90%	100%	95%		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	16.1	16.1	N/a		
NATIONAL STANDARD DEVIATION	4.5	4.5	N/a		

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject___Math_____ Grade_9____ Test_____PLAN_____

Edition/Publication Year___2003_____ Publisher_____ACT_____

Scores are reported here as (check one): NCEs____ Scaled scores __x__ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Oct.	Oct.	Oct.		
SCHOOL SCORES					
Total Score	17.0	17.1	17.3		
Number of students tested	43	59	61		
Percent of total students tested	90%	100%	95%		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	16.3	16.3	N/a		
NATIONAL STANDARD DEVIATION	3.8	3.8	N/a		

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject____English___ Grade__10____ Test____PLAN_____

Edition/Publication Year___2003_____ Publisher____ACT_____

Scores are reported here as (check one): NCEs____ Scaled scores _x___ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	18.9	17.8	17.0	19.8	20.1
Number of students tested	37	52	32	48	71
Percent of total students tested	67%	88%	53%	68%	97%
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	16.1	16.1	N/a	N/a	N/a
NATIONAL STANDARD DEVIATION	4.5	N/a	N/a	N/a	N/a

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject___Math_____ Grade__10__ Test__PLAN_____

Edition/Publication Year___2003_____ Publisher____ACT_____

Scores are reported here as (check one): NCEs____ Scaled scores _x___ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	17.1	17.1	17.7	18.8	19.1
Number of students tested	37	52	32	48	71
Percent of total students tested	67%	88%	53%	68%	97%
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	16.3	16.3	N/a	N/a	N/a
NATIONAL STANDARD DEVIATION	3.8	N/a	N/a	N/a	N/a

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

.

Subject____English___ Grade__10__ Test___PSAT_____

Edition/Publication Year___2003_____ Publisher_____College Board_____

Scores are reported here as (check one): NCEs____ Scaled scores _x___ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	45.0	49.3	51.7	51.5	49.8
Number of students tested	18	15	28	23	31
Percent of total students tested	33%	25%	47%	32%	42%
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	43.0	44.4	45.1	N/a	N/a
NATIONAL STANDARD DEVIATION	10.7	11.1	10.6	N/a	N/a

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject_____Math___ Grade__10__ Test__PSAT_____

Edition/Publication Year___2003_____ Publisher_____College Board_____

Scores are reported here as (check one): NCEs____ Scaled scores __x__ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	47.9	53.9	51.9	54.6	52.0
Number of students tested	18	15	28	23	31
Percent of total students tested	33%	25%	47%	32%	42%
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	43.9	45.5	45.5	N/a	N/a
NATIONAL STANDARD DEVIATION	11.2	11.2	10.8	N/a	N/a

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

.

Subject____English____ Grade__11__ Test__PSAT_____

Edition/Publication Year___2003_____ Publisher_____College Board_____

Scores are reported here as (check one): NCEs____ Scaled scores __x_ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	47.2	50.4	54.9	49.6	49.7
Number of students tested	51	55	68	65	56
Percent of total students tested	96%	95%	99%	96%	98%
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	47.2	48.0	48.3	48.3	N/a
NATIONAL STANDARD DEVIATION	10.8	10.9	10.5	11.1	N/a

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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Subject___Math_____ Grade__11_ Test_PSAT_____

Edition/Publication Year___2003_____ Publisher_____College Board_____

Scores are reported here as (check one): NCEs____ Scaled scores __x__ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score	49.8	52.4	51.3	51.4	49.4
Number of students tested	51	55	68	65	56
Percent of total students tested	96%	95%	99%	96%	98%
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	48.1	49.2	49.0	49.4	N/a
NATIONAL STANDARD DEVIATION	11.4	11.1	10.8	11.1	N/a

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject_____Reading__ Grade__12__ Test__ACT_____

Edition/Publication Year__2003__ Publisher____ACT_____

Scores are reported here as (check one): NCEs____ Scaled scores ___x_ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	N/a	N/a	N/a	N/a	N/a
SCHOOL SCORES					
Total Score	24.5	24.4	24.1	24.2	23.7
Number of students tested	55	61	56	50	55
Percent of total students tested	95%	92%	92%	94%	100%
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	20.4	20.3	20.2	20.5	20.5
NATIONAL STANDARD DEVIATION	N/a	N/a	N/a	N/a	N/a

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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Subject_____Mathematics Grade__12__ Test___ACT_____

Edition/Publication Year___2003_____ Publisher_____ACT_____

Scores are reported here as (check one): NCEs____ Scaled scores _x___ Percentiles____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	N/a	N/a	N/a	N/a	N/a
SCHOOL SCORES					
Total Score	24.5	23.3	23.5	21.6	21.9
Number of students tested	55	61	56	50	55
Percent of total students tested	95%	92%	92%	94.6%	100%
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1._____(specify subgroup)					
Number of students tested					
2._____(specify subgroup)					
Number of students tested					
3._____(specify subgroup)					
Number of students tested					
4._____(specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	20.7	20.6	20.6	20.7	20.7
NATIONAL STANDARD DEVIATION	N/a	N/a	N/a	N/a	N/a